



**IMPROVING READING COMPREHENSION IN NARRATIVE TEXT
BY USING DIRECTED READING THINKING ACTIVITY
STRATEGYA CLASSROOM ACTION RESEARCH OF
THE X.5 GRADE STUDENTS OF MA NU BANAT KUDUS
ACADEMIC YEAR 2013/2014**

By

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MURIA KUDUS UNIVERSITY
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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements for Completing the Sarjana Program
in the Department of English Education**

By

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**ENGLISH EDUCATION DEPARTEMENT
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MURIA KUDUS UNIVERSITY
2014**

MOTTO AND DEDICATION

MOTTO:

- ☛ *Man JaddaWaJadda, Man ShobaroZafiro, Man Saaro 'AlaaDarbiWashola.*
- ☛ *“Dan bahwaseseorangakanmendapatkanhasildariusahanyasendiri. Dan bahwasildariusahanyaituakandiperlihatkan.” (QS.An-Najm:39-40).*
- ☛ *Nothing is easy but nothing is impossible because Allah is always with me.*

DEDICATION:

This skripsi is dedicated to:

- ❖ *Allah SWT. (The Lord of the universe) and Prophet Muhammad SAW.*
- ❖ *Her beloved parents*
- ❖ *Her beloved brother*
- ❖ *Her beloved friendships*
- ❖ *All of her friends in UMK*

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of **Nisfah Mursidah** (NIM 2010 32 194) has been approved by the advisors for further approval by the Examining Committee.

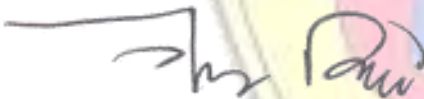
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Advisor I



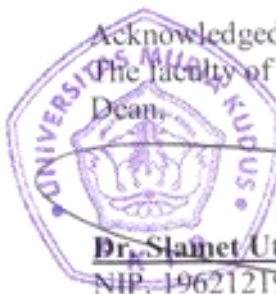
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ACKNOWLEDGMENT

Approval be to Allah SWT the Almighty, the most Gracious and Merciful, so I can finish this skripsi entitled “**Improving Reading comprehension In Narrative Text By Using Directed Reading Thinking Activity Strategy (A Classroom Action Research of X.5 Students of MA NU Banat Kudus in Academic Year 2013/2014)**”.

During this fight to finish his skripsi the writer would like to express my sincerest appreciation and deepest gratitude for:

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2. DiahKurniati, S.S, M. Pd.as the Head of English Education Department Teacher Training and Education Faculty the University of Muria Kudus
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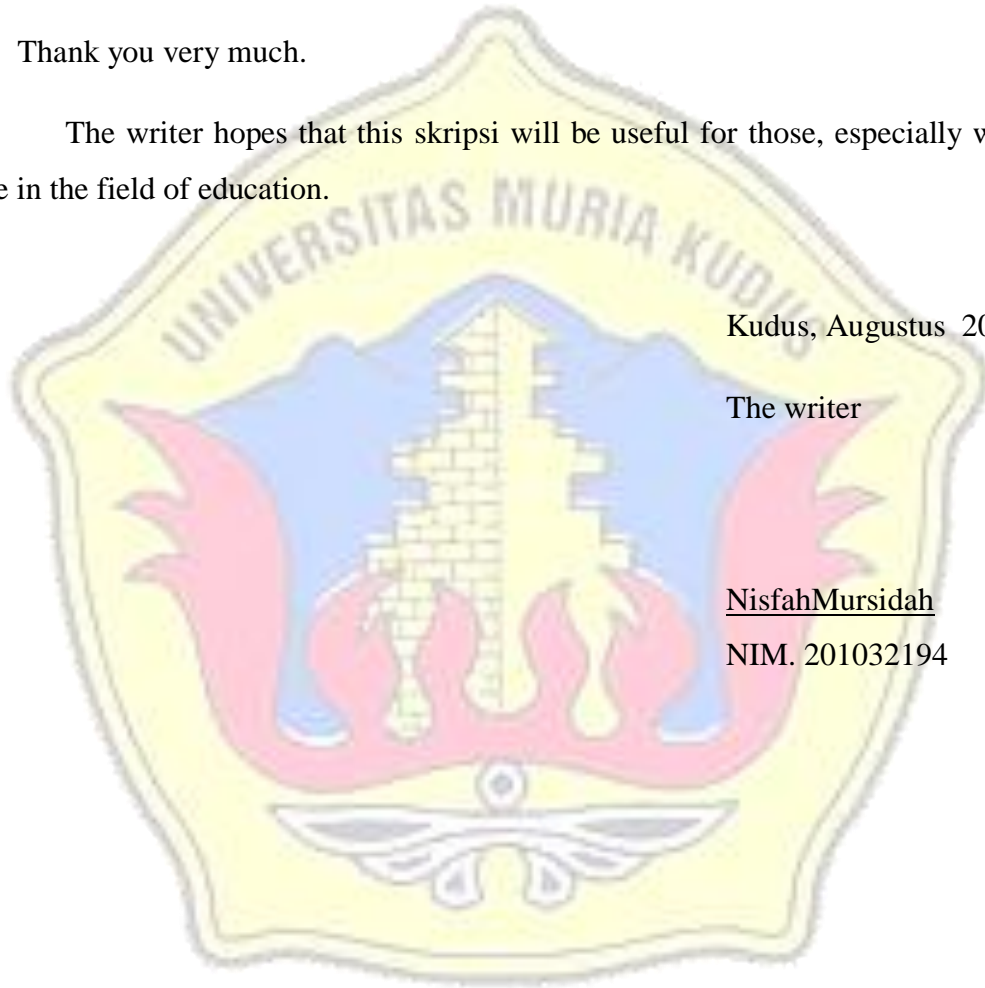
The writer hopes that this skripsi will be useful for those, especially who are in the field of education.

Kudus, Augustus 2014

The writer

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ABSTRACT

Mursidah, Nisfah.2014. **Improving Reading Comprehension in Narrative Text By Using Directed Reading Thinking Activity Strategy (A Classroom Action Research of X.5 Grade Students of MA NU Banat Kudus in Academic Year 2013/2014).** Skripsi: English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (i) AgungDwiNurcahyo, S.S, M.Pd (ii) Drs. Supriyadi, M.Pd.

Key Words: *Reading Comprehension, Directed Reading Thinking Activity as strategy, Narrative text*

Reading is one of the most important skills in learning language besides the other because most of the students' test in written form and reading test. Because of that the students should be able to in reading especially in reading comprehension in narrative text. But In fact, it seems to be difficult for them and the result of students's reading test is still sufficient and many students get low score. So, the students need to study to gather to improve their mastery of reading skill to make them better and they can get good mark. In this case the teacher should be use appropriate strategy to make the students more interest and active in the classroom. Directed Reading Thinking Activity strategy is teaching strategy in asking question about text, making predictions, then and then reading to confirm or revise their predictions and then providing.

The objective of this research are to to find out if Directed Reading Thinking Activity strategy can improve the reading comprehension in narrative text of the X.5 grade students of MA NU Banat Kudus in academic year 2013/2014, and to find out the responses of the X.5 students of MA NU Banat Kudus in academic year 2013/2014 in reading comprehension in narrative text by using Directed Reading Thinking Activity Strategy, and to know the teacher's problems in teaching reading narrative text of X.5 students of MA NU Banat Kudus in academic year 2013/2014 by using directed reading thinking activity.

This is a classroom action research is research that is done a classroom by researcher, teacher and students to solve the problem of research. It was conducted by doing three cycles in the X.5 grade students of MA NU Banat Kudus in the academic year 2013/2014. In addition, there were three instruments that were used in this research. Namely, observation sheet, questionnaire However, the writer measured the students' reading comprehension by test as an instrument.

The writer carried out data analysis and action hypothesis. The average score in the cycle I is 72.38% and 47.72% who reach KKM it was categorized Low. It happens because the students are confused about the strategy. In cycle II

the average score is 82.69% and 84.09% who reach *KKM* it was categorized good. It was happens because the students understand what they must do in directed reading thinking activity. In cycle III the average score are 89.43% and 100% who reach *KKM* it was categorized excellent. It happened because the students feel more understand about their material and brave and more active in classroom. The writer concludes that Directed Reading Thinking Activity as a strategy of teaching English in narrative text can improve the reading comprehension in narrative text of the X.5 of *MA NU Banat Kudus* in Academic Year 2013/2014

Seeing the facts above, so that the writer suggests for the teacher English to use directed reading thinking activity as strategies of reading activity and teaching reading. The writer also suggest the students to apply directed reading thinking activity must be brave and active and also study hard and continuously. And for the further researcher, the writer suggests to be more creative to modify directed reading thinking activity as a strategy of teaching reading.



ABSTRAK

Mursidah, Nisfah. 2014. Meningkatkan Pemahaman Membaca dalam narrative text dengan menggunakan *directed reading thinking activity* (DRTA) pada siswa kelas X.5 MA NU Banat Kudus Tahun Ajaran 2013/2014 Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (i) Agung Dwi Nurcahyo, S.S, M.Pd (ii) Drs. Supriyadi, M.Pd.

Kata kunci: Pemahaman membaca, Narrative Text, Directed Reading Thinking Activity Strategi

Membaca adalah salah satu keterampilan yang paling penting dalam belajar bahasa disamping yang lainnya karena kebanyakan dari ulangan siswa dalam bentuk tertulis dan test membaca. Maka dari itu, siswa harus mampu dalam membaca terutama dalam pemahaman membaca dalam teks naratif. Tetapi pada kenyataannya, itu terlihat sulit untuk mereka. Hasil dari siswa dalam test membaca masih belum memuaskan dan banyak siswa mendapatkan nilai rendah. Jadi siswa masih perlu untuk belajar bersama untuk meningkatkan penguasaan keterampilan membaca mereka untuk membuat mereka lebih baik dan mereka dapat mendapatkan nilai bagus. Dalam kasus ini seorang guru harus menggunakan strategi yang tepat untuk membuat siswa lebih tertarik dan aktif di dalam kelas. Directed Reading Thinking Activity (DRTA) strategi adalah strategi guru yang membimbing siswa dalam bertanya pertanyaan tentang sebuah teks, membuat prediksi, dan kemudian membaca untuk mengkonfirmasi atau merevisi prediksi mereka dan melengkapinya.

Tujuan dari penelitian ini adalah untuk menemukan dan dapatkan Aktivitas Berpikir Membaca Arahan / Directed Reading Thinking Activity (DRTA) strategi dapat meningkatkan pemahaman membaca di teks naratif dari siswa kelas X.5 MA NU Banat Kudus pada tahun ajaran 2013/2014, dan untuk menemukan respon dari siswa kelas X.5 MA NU Banat Kudus pada tahun ajaran 2013/2014 dalam pengajaran pemahaman membaca di teks naratif dengan menggunakan Aktivitas Berpikir Membaca Arahan / Directed Reading Thinking Activity (DRTA) strategi, dan untuk mengetahui permasalahan – permasalahan yang dihadapi oleh guru dalam mengajar teks narrative di kelas X.5 di MA NU Banat Kudus tahun ajaran 2013/2014 menggunakan Aktivitas Berpikir Membaca Arahan / Directed Reading Thinking Activity (DRTA) strategi.

Ini adalah penelitian tindakan kelas dengan kolaborasi antara penulis dengan guru bahasa Inggris siswa kelas sepuluh MA NU Banat Kudus untuk memecahkan masalah dari penelitian. Penelitian ini dilakukan dengan melaksanakan kegiatan siklus yang diterapkan pada siswa kelas X.5 MA NU Banat Kudus pada tahun pelajaran 2013/2014. Ada tiga instrument yang

digunakan dalam penelitian ini. Di antaranya, lembar observasi, kuisioner. Selanjutnya, penulis mengukur pemahaman membaca siswa dengan memberikan test.

Penulis menggunakan analisis data dan dugaan tindakan sementara. Nilai rata-rata pada siklus I nilai rata-rata adalah 72.38%. Siswa yang mencapai KKM adalah 47.72%. dan termasuk kategori rendah. Hal ini terjadi karena siswa bingung dengan strategi yang di gunakan. Di siklus ke II nilai rata-rata siswa adalah 82.69 %. Siswa dapat mencapai KKM adalah 84.09%. dan termasuk kategori bagus. Hal ini terjadi karena siswa sudah faham dengan aktivitas mereka. Pada siklus III nilai rata-rata adalah 89.43%. Siswa dapat KKM adalah 100%. Termasuk dalam kategori sangat bagus. Hal ini karena siswa merasa lebih faham dengan materi mereka dan lebih berani dan aktif di dalam kelas. Penulis menyimpulkan bahwa directed reading thinking activity as strategy dapat meningkatkan pemahaman membaca narrative text kelas X.5 MA NU Banat Kudus tahun pelajaran 2013/2014.

Melihat fakta-fakta di atas, jadi penulis menyarankan guru bahasa Inggris untuk memberikan aktivitas berpikir membaca arah dalam aktifitas membaca dan mengajar membaca bahasa Inggris. Penulis juga menyarankan pada siswa harus berani dan aktif dalam penerapan directed reading thinking activity sebagai strategi dan juga belajar dengan tekun dan secara terus menerus. Untuk penelitian selanjutnya, penulis menyarankan supaya lebih creative to memodifikasi directed reading thinking activity sebagai strategi dalam mengajar membaca.

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